

**ENGLISH TEACHING LEARNING PROCESS FOR SLOW LEARNER
IN INCLUSIVE CLASS AT SMP AL FIRDAUS
IN 2016/2017 ACADEMIC YEAR**



**Submitted as a Partial Fullfillment of the Requirements
for Getting Master in language studies graduate program**

by

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APPROVAL

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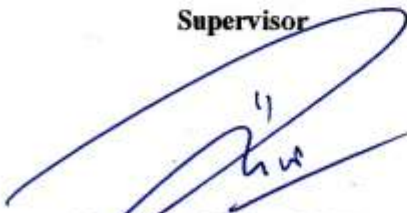
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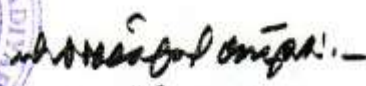
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Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

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The researcher,



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**ENGLISH TEACHING LEARNING PROCESS OF *SLOW LEARNER*
STUDENTS IN INCLUSIVE CLASS AT AL FIRDAUS SECONDARY
SCHOOL IN 2016/2017 ACADEMIC YEAR**

Abstract

Inclusive education is a regular education which covers children with special needs inside. Through inclusive education, children with special needs are able to study together with normal students. So that there is no discrimination toward students with special needs. One kind of student with special needs with is slow learners. Slow learner is a students who has low level of mastering the material, slow learner cannot be classified as mental retardation. The objectives of this research are intended to get clear description of the English teaching learning process of inclusive class at *SMP Al Firdaus*. It covers; (1) the preparation of the teacher before teaching learning process, (2) the phase of English teaching learning process, (3) the problems faced by slow learner student; and (4) the solution toward the problem. The type of this research was a qualitative research. The subjects of this research were the English teacher and also shadow teacher. While the object of this research was the English teaching learning process for slow learner in inclusive class at class A of eight grade in *SMP Al Firdaus*. The data were collected using several techniques including observation, interview, and document analysis. The triangulation method was used to examine the data from interview with the result of observation and source triangulation to examine the information with the document. The results of this study showed that in the preparation of the teacher, subject I as an English teacher prepared media and learning resources, lesson plan, and also syllabus. While teacher R as shadow teacher did not prepare syllabus and lesson plan but she only prepared special media, learning resources, and individualized Educational Program for slow learner. The phases of the English teaching learning processes were done through three stages; the first, pre-instructional stage, instructional stage, and evaluation. In English teaching learning process there were some problems faced by slow learner and teacher I alongside teacher R have some ways to solve the problems faced by slow learner. Both teacher I and also teacher R said that the main problem faced by slow learner is that slow learner is lack of vocabulary and he also has difficulty in memorizing new vocabulary. The solution is teacher I as English teacher always asks him to translate and teacher R as his shadow always gives him list of vocabulary related to the material.

Keywords: teaching learning, English, inclusive, slow learner.

Abstrak

Pendidikan inklusi adalah pendidikan reguler yang di dalamnya terdapat anak berkebutuhan khusus. Dengan adanya pendidikan inklusi, anak berkebutuhan khusus bisa belajar bersama-sama dengan siswa reguler tanpa ada diskriminasi. Salah satu

siswa berkebutuhan khusus adalah *slow learner*. *Slow learner* adalah siswa yang mempunyai kemampuan penguasaan materi yang rendah tetapi tidak bisa dikatakan sebagai anak tuna grahita. Tujuan penelitian ini adalah untuk mendeskripsikan pembelajaran bahasa Inggris pada kelas inklusi di *Sekolah Menengah Al Firdaus*. Pembelajaran bahasa Inggris meliputi; (1) persiapan guru sebelum mengajar, (2) tahap-tahap pembelajran bahasa Inggris, (3) kesulitan yang dihadapi oleh siswa, dan (4) solusi terhadap permasalahan tersebut. Tipe penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah guru bahasa Inggris dan guru pendamping khusus. Sedangkan objek dari penelitian ini adalah pembelajaran bahasa Inggris di kelas inklusi pada kelas 8A *SMP Al Firdaus*. Data dari penelitian ini diperoleh dengan beberapa tehnik, yaitu observasi, wawancara, dan dokumentasi. Metode triangulasi digunakan untuk menguji data dari wawancara dan hasil observasi, sedangkan sumber triangulasi digunakan untuk menguji informasi dari dokumentasi. Hasil penelitian ini menunjukkan bahwa pada tahap kesiapan guru sebelum pembelajaran guru I menyiapkan silabus, RPP, media pembelajaran, dan sumber belajar. Sedangkan guru pendamping khusus hanya menyiapkan media, sumber belajar khusus, dan Program Pembelajaran Individu (PPI). Guru pendamping tidak menyiapkan silabus dan RPP. Pembelajaran bahasa Inggris di kelas inklusi melalui tiga tahap, yaitu tahap pendahuluan, inti, dan evaluasi. Ada beberapa masalah yang dihadapi oleh *slow learner* and baik guru bahasa Inggris maupun guru pendamping khusus melakukan beberapa hal untuk menyelesaikan dan mencari solusi atas permasalahan tersebut. Masalah utama yang dihadapi *slow learner* menurut guru bahasa Inggris dan guru pendamping khusus adalah kurangnya kosa kata yang dimiliki *slow learner*. Untuk mengatasi hal tersebut guru I yang merupakan guru bahasa Inggris selalu menyuruh *slow learner* untuk menterjemahkan sedangkan guru R sebagai guru pendamping khusus biasanya memberikan daftar kosa kata terkait dengan materi.

Kata Kunci: pembelajaran, bahasa Inggris, inklusi, *slow learner*

1. INTRODUCTION

Permendiknas (*Peraturan pemerintah pendidikan nasional*) no 70 year 2009 article 1 (one) states that inclusive education is “an education implementation system that gives a change to all disability learners and special learners to have an education in the same enviroment with normal learners”. While Staub and Peck in Mujito (2012, p. 36), said that inclusive education means the placement of children with special needs in the regular classroom. *SMP Al Firdau* is the first inclusive secondary level in Sukoharjo regency. In

SMP Al Firdaus there are special facilities for students with special needs, for example Puspallenta *Al Firdaus*, and special facilities for students with special needs, including speech therapy, occupational therapy, personal development therapy, autism centers, etc.

One kind of students with special need is *slow learners*. There are some slow learners in *SMP Al Firdaus*. According to Subini (2011: 13), slow learner is a child who has disorders of one or more of the basic processes which include understanding spoken or written language disorders, problems with thinking, speaking, reading, writing, spelling and counting, so that children experience low academic achievement. While according to Triani and Amir (2013: 3-4), slow learner is a child who has low learning achievement or below average than children in general. In teaching learning process especially English, there must be differences between regular schools and inclusive schools. The special condition must be a challenge for the school especially for the subject teacher. There also are some problems faced by slow learner, so that the teacher together with the “shadow teacher” should help the slow learner so that they can understand and they will not feel discriminated in the classroom.

In the teaching learning process there must be a preparation done teacher before teaching learning process. Teaching is the activity carried out by the teacher in delivering knowledge to students. So it can be concluded that the preparation or teacher planning prior learning as a means of control is also useful as a handbook for teachers themselves in the implementation of learning. According to Government Regulation (PP or Peraturan Perundang-Undangan) No. 19 2005 Article 20 the planning process of learning covering the syllabus and lesson plan that includes at least learning objectives, learning materials, learning methods, learning, learning resources and assessment of learning outcomes.

The phases of teaching learning process is reviewed from teachers' activities, Teachers play a very important roles. Teacher as a decision-makers

related to the planning, implementation, and assessment. As the implementation of the teaching plan that has been drawn up, teachers should consider the situation and the existing conditions and seek to polish every situation that allows the process of student-centered learning. All of that require professional skills. According to Department of National Education (*Depdiknas or Departemen Pendidikan Nasional*) (2008, p. 10), there are three steps of teaching learning as follows.

There has been research about teaching learning process. Such as from Shofiatun's work (2006); the title of her research is "A Descriptive Study on Teaching Learning Process in Accelerated Class at SMP N 2 Surakarta". She aims to describe English teaching learning process in accelerated class at SMP N 2 Surakarta. The result of her study is that the English teaching learning process in the accelerated class is not far different from the regular class. The differences are just on the media used by the teacher in teaching English, the allocation of time, and the challenges which is faced by the learners. The learner in accelerated class are able to finish their study for two years, so that the teacher escalades the materials. The teacher used TV, VCD, and OHP as the media of teaching learning process. All of the media are used to drill the learner's pronunciation, vocabulary, and used to teach context situation in using English. The writer uses observation and interview as the technique collecting data and used descriptive qualitative method.

The second research related to teaching learning process is conducted by Abrar's (2011); the title is " The Teaching Learning Process of English at English Course. An Ethnography Study in Pare, Kediri, East Java". This study aims to describe the teaching learning English at course, to describe the evaluation models at courses, to describe the strengths and weakness of teaching learning process at course Pare, Kediri. The result of this study are first, the objective of teaching English as course is content base objective, second, the syllabus used at course is mixture of four syllabus, namely grammar syllabus,

functional syllabus, topical syllabus, and lexical syllabus, third the instructional materials which are used at the course are printed material, such as handbook and worksheet. Forth, the method used at course are cognitive code learning, direct method, audio-lingual method, and collaborative learning. The last is the evaluation form which used at course are formative and summative evaluation.

The next research is Callan's work (2013), the title is "A Case Study Examining the Inclusion of Children with Special needs in Mainstream Primary School". This study aims to examine the extent to which the school meets the criteria for inclusive school and the school in this research is called Rose Hill Primary School. The result of this research believes that Rose Hill Primary School has made a significant progress to become an inclusive school. The obstacles are preventing Rose Hill Primary School from become even more inclusive towards children with special needs. This research shows the importance of having adequate resources and supports in place to ensure that inclusion benefits everyone involved. It also shows that it is important for teacher to receive training in the area of special education and the need for teachers to liaise with professionals such as speech therapist and occupational therapist.

This research has its own position related to the research in teaching learning process. In this research the researcher aims to describe the English teaching learning process in inclusive school in this case *SMP Al Firdaus*. So, in this research there are some major problems, such as (1) how is the preparation of the teachers before English teaching learning process for slow learner in inclusive class at *SMP Al Firdaus*, (2) what are the phases of English teaching learning process for slow learner in inclusive class at *SMP Al Firdaus*, (3) what is the problem faced by slow learner student in inclusive class, and (4) how do teachers solve the problems in teaching learning process.

This research was conducted at *SMP Al Firdaus* in 2016/2017 academic year. It is located on Jl. Al Kautsar, Pabelan, Sukoharjo, Kartasura, Central Java. The objectives of this research is describing the teaching learning process of

inclusive classroom at eight grade of *SMP Al Firdaus*, it covers: (1) The preparation of the teachers before the English teaching learning process in inclusive class, (2) the phases of English teaching learning process in inclusive class, (3) the problems faced by the slow learner student in inclusive class, (4) the solutions of the problems faced by teachers.

2. RESEARCH METHODOLOGY

In this research the writer uses descriptive research. Arikunto (2006, p. 82) says that descriptive research is research to collect the data as many as possible about the factors that correlated with the object of research. Descriptive design is used in this research because this research describes the teaching process of English for inclusive class. The English teaching learning process in inclusive class is the object of this study. The writer describes the teaching learning process of English in inclusive class of the eighth grade of class A at *SMP Al Firdaus* in 2016/2017 Academic Year. The subjects of this research are English teachers and shadow teacher of slow learner students of class A at *SMP Al Firdaus* in 2016/2017 Academic Year. The election of subjects of this study is based on purposive sampling technique. Purposive sampling is a technique of taking a data source with consideration of specific intent in accordance with the purpose of research.

In this study there are three kinds of data sources. They are event, key informants, and document. While, the techniques for collecting data of this research are; observation, interview, documentation. To make the research trustworthy, it should observe the credibility of the data. The data validity of this research is determined through triangulation. According to Moleong (2011, p. 327-332), triangulation is a technique to check the validity of the data which utilizes something else outside these data for the purpose of checking or as a comparison against the data. There are three activities which are done by the

writer in analyze the data. They are (1) data reduction, (2), data display, (3) conclusion/verifiacation.

3. RESEARCH FINDINGS AND DISCUSSION

Based on the analysis of the observation, interview, and document analysis, the findings of the English teaching learning process in inclusive class at *SMP Al Firdaus* as follows:

3.1 The Preparation of Teacher before English Teaching Learning Process in Inclusive Class SMP Al Firdaus

English teaching learning process of inclusive in eight grade of *SMP Al Firdaus* the teachers make some preparation. This activity is called the preparation of the teacher before teaching learning process. This activity has three activities (1) prepare the media and learning source, (2) prepare special media for students with special need and also learning source, (3) prepare lesson plan and syllabus. Teacher I as English teacher fulfill two activities or prepared two kinds of preparation. Those are (1) prepare the media and learning source, (3) prepare lesson plan and syllabus. Teacher I does not fulfill the second activity because the special media has been prepared by shadow teacher or teacher R.

Teacher R as shadow teacher fulfill only two activities. That are (1) prepare the media and learning source, (2) prepare special media for students with special need and also learning source. Noted that teacher R focuses on slow learner. Teacher R does not prepare the syllabus and lesson plan because it has been prepared by teacher I as English teacher. Related to the preparation of the lesson plan done by teacher I, it was in line with the Government Regulation (*PP or Peraturan Perundang-Undangan*) No. 19 year 2005 Article 20 reads that the planning process of learning covering the syllabus and lesson plan that includes at least learning objectives, learning materials, learning methods, learning, learning resources and assessment of

learning outcomes. Teacher R only prepared Individualized education program. Based on the Ministry of education (2007, p. 19), Individualized Education Program (IEP) or (PPI or *Program Pembelajaran Individu*) is a curriculum model curriculum that prepared teachers PPI program developed with the development team involving classroom teachers, special assistant teachers, principals, parents, and other relevant experts.

3.2 The Steps of English Teaching Learning Process in Inclusive Class SMP Al Firdaus

English teaching learning process at *SMP Al Firdaus* there are three stages. There are pra-instructional stage, instructional stage, and closing stage.

3.2.1 Pra-instructional Stage

Pra-instructional stage in English teaching learning process in inclusive class is that teacher I prepared students psychologically and physicaly before teaching learning proess. Students are prepared by telling the next material in the last meeting, so that students will have prepared it well. In this case, teacher R also prepares student with special need (slow learner) by telling them in the last meeting or previous meeting. Teacher R usually writes it on the special book called “linking book” or *buku penghubung*. This book is used to relate shadow teacher with the parents. Teacher R usually writes what should be prepared for the next meeting and also the development of the slow learner student. By this book, parent also can monitor their child at school. Teacher I also gives questions about the materials. These questions are for both regular and slow learner students but for slow learner it will be easier and guided by shadow teacher. When teaching learning process, slow learner student monitored and guided by shadow teacher or teacher R. Teacher R always stands by slow learner.

Related to the lesson plan which was prepared by teacher I, it is in line with Government Regulation (*PP or Peraturan Perundang-Undangan*) No. 19 2005 Article 20 reads that the planning process of learning covering the syllabus and lesson plan that includes at least learning objectives, learning materials, learning methods, learning, learning resources and assessment of learning outcomes. While teacher R as shadow prepared Individualized Educational Program which is according to the Ministry of education (2007, p. 19), Individualized Education Program (IEP) or (PPI or *Program Pembelajaran Individu*) is a curriculum model curriculum that prepared teachers PPI program developed with the development team involving classroom teachers, special assistant teachers, principals, parents, and other relevant experts.

3.2.2 Instructional Stage

In instructional stage both teacher I as English teacher and teacher R as shadow teacher fulfill nine activities in instructional stage. Those are (1) explaining the learning objectives to be achieved, (2) using varieties of learning approaches, media, and other learning resource, (3) engaging all the students included regular and student with special needs actively in every teaching learning process, (4) facilitating the interaction between regular students and student with special need (slow learner) and also facilitating the interaction between students and teacher in the class every teaching learning process, (5) facilitating regular students and also student with special needs through gave them a tasks and discussion in the class to bring new idea and (6) monitoring and guiding student with special needs in the teaching learning process, the last (7)) alongside students making a summary or conclusion about the lesson which involved both regular and slow learners. While teacher R as shadow teacher does not fulfill the first indicator, (8) doing an

assessment or reflection to what have been done, (9) giving feedback to the process and result of the teaching learning.

In instructional stage, teacher I explained the learning objectives to the student while teacher R did not. Teacher I used various approaches and media in teaching learning. Learning approach used by teacher I is learning approach that focuses on students and guided by English teacher and shadow teacher. While, the media which used by teacher I based on the material. This is for both slow learner and regular students because slow learner can follow the material so that the material will be the same. Teacher R also used various learning approach, learning media, and source of learning. Learning approach which is used by teacher R is learning approach that focuses on student with special need or slow learner.

For learning media, teacher R used various media such as textbook which also uses by regular students, and other media that can use and help slow learner when English teaching learning process. Teacher I and teacher R facilitated the interaction between regular students and slow learner, between students and teacher without differentiate regular and slow learners. Moreover, teacher I and teacher R always monitoring and guiding student with special needs who's in this case is slow learner. But, teacher R plays more mainstream role.

Based on the observation and interview results about closing stage at *SMP Al Firdaus* when English teaching learning process, teacher I alongside students make a summary or conclusion about the lesson. This activity involved both regular and slow learners. The second activity is doing an assessment or reflection to what have been done. Based on the observation, interview and document analysis, teacher makes an assessment for regular students and also student with special needs. Teacher I analyzed the invitation cards that had been

made by the students. Teacher I also uses a remedial test but if there is a remedial and enrichment for slow learner or student A, teacher R will be responsible to make remedial and enrichment for slow learner. The last activity teaching learning process of closing stage is giving feedback toward the process and the result of teaching learning process. Teacher I did this by giving students compliments or praise and also suggestions. While teacher R gave the same thing to the slow learners and if needed the compliments and suggestions will be written in the “linking book”. For more detail, the writer explains closing stage done by teacher I and teacher R separately.

Related to the teaching approach used by the teachers, it is different from the finding of findings in the study by Maisyarah (2002) that the teaching method used by the teacher in MAN I Serang is GTM or Grammar Translation Method and Communicative approach. So it can be concluded that every teacher may use different approach in teaching. In conclusion in teaching learning process there must be similarities and differences based on the condition of the student.

3.2.3 Evaluation

There are two activities in evaluation stage. The first is planning follow up activities in the form of remedial, enrichment, and also counseling services for regular and student with special needs and the second is conveying learning plan for the following meeting. From two activities teacher I as English teacher did both activities and teacher I only did the first activity. Notes that teacher R focused on slow learner. Teacher I prepared acts activities by planning remedial and enrichment for both regular students and slow learner but for that day teacher I did not plan to have remedial because it was still not needed. Teacher I also told the learning plan for the next meeting. As well as teacher I, teacher R also told slow learner the learning plan for the next meeting but it

usually written in the “link book”. If there is something to bring in the next meeting, teacher R will also write it in the “link book”. In conclusion there is a similarity about the evaluation if it is compared with Abrar’s work (2011); the title is “ The Teaching Learning Process of English at English Course. Both of research are use formative and summative evaluation.

3.3 The Problems Faced by Slow Learner in English Teaching Learning Process in Inclusive Class SMP Al Firdaus

There are some problems faced by slow learner student in English teaching learning process. From observation in English teaching learning process, teacher I said that the problem faced by slow learner is that slow learner experienced difficulty in understanding English because they have poor or less vocabulary. So that teacher I used to ask them to translate. Teacher R also said that slow learner or student A had difficulty in vocabularies. He only had a little vocabulary. This condition makes him faces difficulty when translate and understand English. He also still has difficulty when translate the sentence. The second problem is slow learner also has a rapid mood fluctuation that make them do what they want first. Besides the problem found from the observation field, there also document analysis towards the problem faced by slow learner. Slow learner student is unable to concentrate more than 30 minutes, to finish the task on time, to finish the homework on time, to translate sentence in English into Indonesia, and to change positive sentence into interrogative sentence in past tense form.

Those problems faced by slow learner are in line with Sumantri and Badriyah research (2005, p. 167) who indicate that the slow learner characteristics include: (a) lags in the process of thinking, (b) weaknesses in the catch understanding, (c) difficulty in recalling the material provided, (d) difficulty in concentration, (e) failed repeatedly in achieving learning

standards, (f) the declining interest and motivation to learn, (g) the assessment of the negative feelings of anxiety and social rejection, and (h) shows behavior erratic and inconsistent.

3.4 The Problem Solving Done by The Teachers

Both teacher I or teacher R as shadow teacher try as much as possible to help slow learner to solve the problem. The problems solving are based on the slow learner's condition. The first problem faced by slow learner is that he get difficulty in understanding English because they have poor or less vocabulary. So that teacher I used to ask them to translate. This kind of problem solving also stated on the supporting program of Individualized Educational for slow learner or student A. Slow learner is also has a rapid mood fluctuations that make them do what they want first. To solve this problem teacher I and teacher R as shadow teacher usually let him to follow life skill as long as it is positive activity. The other difficulties faced by slow learner are stated on his profile and the problem solving or the activity done by the teacher to help slow learner are stated in the supporting program of individualized education.

4. CONCLUSION

This research described an English teaching learning process for slow learner in inclusive class. The first, it described the preparation of the teacher before English teaching learning process, the second, phases of English teaching learning process which include pre-instructional stage, instructional stage, and evaluation. The third, the problems faced by slow learner in English teaching learning process in inclusive class, and the last is how teachers solve the problem. The research has pedagogical implication that teaching in inclusive class must be different from general class. Teachers should do some treatment for student with special needs. Therefore, the writer gives some suggestions to English teacher and also shadow teacher to more creative in teaching inclusive

class to maximize the goal of English teaching learning. For the future research the writer recommends to enlarge the scope of the research field.

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